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ABSTRACT

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the third grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Designed to increase occupational horizons from the immediate environment to the larger community, the lesson plans compare and contrast occupations in the immediate area to those found in other communities. The following occupational areas are emphasized: railroad workers, various community occupations, the bakery, and food production and services. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

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LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

RESOURCE UNIT-LEVEL THREE

BY

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CE003739

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A Suggested Resource Unit

for

Level Three

Career Awareness

Synopsis

Career Awareness in Level Three should build upon the foundation established in previous levels. More emphasis should be placed on individualized instruction, small group activities, and the teacher taking the leadership role in preparing the students for the world of work.

Small group activities should culminate to a massive orientation of group activities centered around a class setting whose goals are long range in scope and sequences in preparing the students for the dignity in the world of work.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and it's importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.

4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work."

Behavioral Objectives

1. To stimulate awareness of job services provided in community careers.
2. To formulate a workable model of the various occupations within the community, correlating skilled and unskilled workers, emphasizing the importance of training and education.
3. To construct a workable model of an occupation using working activities of that occupation through role playing or dramatization.
4. To utilize knowledge in developing competent job interview techniques related to existing jobs within the community.

Teaching Strategies

1. The students should become involved in a project of greater magnitude of some type of business as performed in the surrounding communities.
   A. Individual interviews as they relate to job skills needed in the classroom project.
   B. Workable models as they relate to various enterprises undertaken by the class.
2. Individual and small group activities stemming from classroom discussion of the different facets in career orientation.
   A. Individual projects which may consist of simulation games, bulletin boards, or related activities.
   B. Buzz sessions as they relate to anything interesting which may be gained from any form of communication as it relates to the world of work.
   C. Constantly stressing with individual approaches the dignity that man possesses when he has completed a given task as it relates to the over all employment cycle.
3. Panels, lectures, and speeches as they relate to the importance of the different occupations as they stress career awareness, portraying a positive attitude toward the individual role in a world of work.

4. Demonstration by individual and small groups on activities which have been researched through correlations of working experiences as they evolve in a project outgrowth.

   A. This activity should not be performed until ample time has been given to field trips, class discussions, dramatization, study skills involving research.

   B. The use of pantomine would be a valuable tool in portraying job skills and occupational awareness.

      (1) Role playing could broaden their horizons, providing it was not repetition of former activities in level one and two.

      (2) By using pantomimic methods, students will overcome their fears of speaking before a group.

         (a) This could easily increase the student's confidence in himself.

         (b) Students could use this method to relate to their own experiences as they pertain to the world of work.

Evaluation Techniques

Evaluation within this unit should be a continuous process by which there are several methods, which the classroom teacher can use to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument but through role playing the students are learning self discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of the growth that has taken place in the students. Students should tell what they have learned during the unit, Self appraisal by the students, and the teachers evaluation of the students along with the parental evaluation.

The evaluation of the unit can be done by the success of each individual student.

Success in attaining the understandings, attitudes, appreciations, and skills should be appraised for each individual student. Evaluation is the process by which the achievements of each student reach the expected outcomes of the unit.

Methods of Evaluation

A. The observation of pupil participation in group discussion as they relate to career awareness.

B. Observation of pupil participation in activities.

1. Materials brought to class
2. Participation in role playing
3. Oral questioning of students
4. Participation in group discussions

C. Responsibilities

1. Responsibilities students had when school started.
2. Responsibilities students now perform at the closing of school.
3. Occupations that students now can observe.
4. Occupations that students now can perform.
5. Pre and post testing

Correlation of Subjects Taught

Social studies, and reading textbooks, and stories, and related units which can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they're related in each subject of Career Awareness. The Language Arts program could easily include oral and written reports, role playing, interviews, and stories, and poems, and riddles, and letter writing. Math should include the relationship to the worker and skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit information could be employed for level three, games, songs, stories, recordings, records, poems, letters-parents, employers, and whom they may visit on field trips, career book lists, tapes, file-as to simple problems and occupational information which was gained from the use of study.

Also a county adopted text book list.

APPENDICES

Appendices

A. Field Trip

B. Suggested Parental Letter

C. Resource Bibliography

D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that they could not do and see in the classroom.

Some of the purposes of a field trip:

1. Having student develop an awareness of the many different workers in the community.
   a. home
   b. school
   c. neighborhood
   d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
   a. Get idea of time involved
   b. Find out who the people are
   c. Find out the problems to be met
   d. Find out what background information students should have
3. Make plans for transportation
   a. What kind?
   b. Who will provide it?
   c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
   a. Stories
   b. Pictures
   c. Role playing
   d. Class discussion

2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers
3. Safety precautions should be discussed
4. Behavior as guest should be made clear.

Post trip question should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

Suggested Field Trip

Suggestive places to visit in incorporating new awareness of career occupations within the surrounding community:

1. Bakery
2. Glass Plant
3. Technical Plant
4. Paint Shop
5. Government Offices
6. Hospital
7. Hotels
8. Motels
9. Mines
10. Railroad Yards
11. Bus Terminals
12. Airports
13. Beautician Schools
14. Barber Schools
15. Colleges
16. Universities
17. Laundry and Dry Cleaners
18. Industrial Plants
19. Recreational

SUGGESTED LETTER TO PARENTS

Dear Mr._____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?_____

_____

2. What are some of your duties?_____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

_____

_____

4. Would a field trip to your place of employment be beneficial at this grade level?_____

_____

5. Would you serve as a field trip aide when we take field trips?_____

6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

_____

Resource Bibliography

Level Three

Career Awareness

Exemplary Project

Records and Songs

John Henry

I've Been Working On The Railroad

Get On Board Little Children

The Old Ninety Nine

Atechson-Topeka and Santa Fe

Wabash Cannonball

I Hear A Train A Train A Coming

Muffin Man

Music Around The Town

Books

Curren, Polly, The Little Red Caboose That Ran Away. Treasure Books.

Freeman, Lydia, Chuggy and The Blue Caboose. Viking Press.

Piper, Watty, The Little Engine That Could. Platt and Munk Cc

Weisgard, Leonard, The Big Book of Train Stories. Grosset and Dunlap.

Calonius, Lillian, The Bakery. Children's Press.

Green, Clara, I Want To Be Series. Children's Press.

Filmstrips

The Fruit and Vegetable Store---------Eyegate Series

The Baker----------Eyegate Series

John Henry----------Coronet Series

Casey Jones----------Coronet Series

Rail System----------Coronet Series

The Shoemaker----------Eyegate Series

The Tailor----------Eyegate Series

Our Neighborhood Laundry----------Eyegate Series

The Butcher----------Eyegate Series

How We Get Our Food----------S. V. E.

The Banker----------Eyegate Series

The Watchmaker and Jeweler----------Eyegate Series

The Dairyman----------Eyegate Series

The Neighborhood Nurse----------Eyegate Series

The Neighborhood Doctor----------Eyegate Series

The Neighborhood Optometrist----------Eyegate Series

The Neighborhood Pharmacist----------Eyegate Series

The Neighborhood Beautician----------Eyegate Series

The Neighborhood Barber----------Eyegate Series

The Automobile Service Station----------Eyegate Series

The Neighborhood Newspaper Store----------Eyegate Series

The Neighborhood Fish Store----------Eyegate Series

Downtown----------Coronet Series

An Office Building----------Coronet Series

A Manufacturing Area----------Coronet Series

A Warehouse Area----------Coronet Series

The Waterfront----------Coronet Series

A Shopping Center----------Coronet Series

The Telephone----------Coronet Series

Electricity----------Coronet Series

Neighborhoods of Many Kinds----------Coronet Series

Neighborhoods in the City----------Coronet Series

Neighborhoods in Small Towns----------Coronet Series

Neighborhoods in the Country----------Coronet Series

Neighborhoods Change----------Coronet Series

Neighborhoods in the Suburbs----------Coronet Series

The Library----------Coronet Series

The Zoo----------Coronet Series

The Museum----------Coronet Series

The Aquarium----------Coronet Series

The Public Gardens----------Coronet Series

The Planetarium----------Coronet Series

Items

Jim Handy Company----------The Grocer

Edu-Craft----------The Supermarket

Nystrom----------Supermarket Workers

Flat Pictures

The Market

Supermarket

SRA Occupational Briefs

Produce Clerks

Stock Clerks

File Clerks

SRA Occupational Briefs, cont.

Restaurant Manager

Small Business Owners

Cashiers

Routemen

Grocery Checkers

Bakers

Buyers

Films

Bread, Encyclopedia Britannica (11 Minutes)

The Big Bakery, Educational Film Services (10 Minutes)

SRA----------Our Working World

Materials

Tom Thumb Cash Register

Grove Tex School Kit 100----------Play Money

Teaching Units

I. Choo Choo Train

II. Workers Within Our Community

III. The Staff of Life

IV. Supermarkets Serve People

These lesson plans are a guide for the classroom teacher as to what possible activities may take palce during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Three

THE STAFF OF LIFE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: The Staff of Life

Behavioral Objective: To utilize knowledge in developing an awareness of the bakery industry.

Procedures	Student Activity	Notes & Resources
Tasting bread	Student close their eyes and eat small square of bread.	Teacher can do this very effectively by cutting slices of bread into small squares and letting each student eat one.
Class discussion.	Class discussion of what they ate and why it is important to mankind.	The reasons of why bread and related products are important could be written on chalkboard. Students could write these reasons down and keep them in notebook for future reference.
Listing activities	As students name different items made from wheat, rye, oats, or corn.	Students write these items on the chalkboard and let . . .

(cont.)

		down to keep in class notebook. Correlate this with science, and penmanship.
Class display	Students bring in items from house which pertain to the baking industry.	
Class discussion.	Students use show and tell method of discuss item they bought from home.	Correlate with English.
Bring in wheat to examine.	Have student chew and taste wheat.	<u>Music:</u> "Muffin Man" "Music Around The Town"
Correlated occupation with baking industry	Students correlate baking industry with other related areas.	Related areas to be discussed are: Baker Salesperson Truckers Farmers a. Wheat b. Sugar growers

(cont.)

		Cleaning people Dishwashers
Table display. What is needed to make bread.	Student should place sample articles that are needed to make bread such as: Flour Yeast Milk	Each student should feel free to display some article on the display table.
Teacher should point out the different workers such as: 1. Mixer 2. Molder 3. Oven operator 4. Slicer 5. Wrapper	Students should place on the wall above the table cut outs showing different workers.	Discuss with students the tools and different jobs that are involved in getting the bread to the grocer.
Teacher should list on the chalk board the items needed to put on the mural	Student can prepare a cut out mural.	Materials needed: paper crayons scissors workplace helpers
		Teacher should point out use of paper, crayons as materials. Scissors

(cont.)

		brushes as tools and the classroom as the work place and students work as labor. Teacher should point out the interdependency in a discussion of labor and specialization.
Preparing students for field trip to a bakery	Visit to a bakery such as: e.g. Charleston Huntington	Place to visit are: Heiners Bakery Huntington, W.Va. Purity Maid Bakery Co. Charleston, W.Va.
	Students will role play after getting into groups of 3-4 people of setting up a bakery.	Students could role play the following occupations: farmer wheat buyer for the bakery mixer of dough molder shapes dough oven operator slicer wrapper truck driver store owners bakery time

(cont.)

	Bring in receipes from parents to bake cookies	Correlate with math, cooking-training, country baking, measuring.
Materials for cookie making.	Students participate in planning of materials.	Suggested list: Bowls Measuring cups Measuring spoons Cookie sheets Milk Sugar Flour Flavoring Etc.
Make cookies or bread to sell to students.	Set up a bakery shop in the classroom to sell their cookies to students. e.g. The following could be involved in setting up the business 1. Borrowing money from the bank. 2. Getting License 3. Hiring of personnel 4. Owner 5. Salespeople 6. Clean-up people 7. People to make the cookies.	Students could sell products. The students could role play through actual learning experiences.

(cont.)

Picture collection for bulletin board.	Student collect pictures from cookie package, cereal boxes, etc. to make a bulletin board display.	Correlate with art.
Visitation of resource person.	Allow plenty of time for students to ask resource person questions	The resource person should talk to the student pertaining to the baking industries or related field. e.g. chef homemaker
Set up shop	Students could arrange with cafeteria to set up donut shop.	The school principal could arrange for bakery to deliver donuts to the school and let the students sell them at morning recess.
Correlated experiences.	Students could carry different responsibilities in this project.	This would allow the students valuable hands on experiences in the world of work.

(cont.)

Health experiences	Students become aware of the impaired health that can be caused by unsanitary working conditions.	Correlated work experiences could be: 1. cashier 2. packer 3. handler 4. etc. Sanitary working conditions could be stressed here. Correlate this with health. Resources Filmstrip How We Get Our Food The story of bread 50 farmers S. V. E. Our Working World S. R. A. S. R. A. Occupational Briefs 21 Bakers 284 Buyers 368 Small Business Owners 350 Restaurant Managers Books Baker Bill Barr, Jean

(cont.)

The Bakery
Calonius, Lillian
Children's Press
2.0 reading level

I Want to be a Baker
Green, Clara
Children's Press

How Bread Is Made
Living in Places
Near and Far
MacMellon Co.

Films

The Big Bakery
10 minute color
Ed. Film Services
Sales
U. Ext. U. of Calif.
Tour of a Bakery

Bread
11 minute
Encyclopedia Britannica
Bread making from the wheat fields to the bakery.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Three

SUPERMARKETS SERVE PEOPLE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: Supermarkets Serve People

Behavioral Objective: To construct a workable model of an occupation using working activities through role playing or dramatization.

Procedures	Student Activity	Notes & Resources
Classroom discussion on why we depend upon other people for different types of services.	Diagram a large wall map locating the many areas of our country where food comes.	This map could be the bulletin board focus for this unit. e.g. Celery from California, oranges from Florida. This activity could be correlated with Social studies.
Preparing foods for shipment.	How it is prepared for shipment could be done in a group activity 1. packing 2. sorting 3. cleanliness 4. inspection 5. crating 6. frozen 7. fresh 8. etc.	This could be correlated with Health and Science classes.

(cont.)

Shipping foods from the supplier to the consumer.	Types of shipment for different types of food. 1. Air transportation 2. Rail freight transportation 3. Tractor trailer transportation 4. Ship transportation 5. etc.	This could be tied together with the transportation aspects of social studies.
Explain law of supply and demand.	A. Food article plentiful B. Food article scarce	Students could figure cost on same article that is purchased locally in the summer time and one shipped in during the winter time. e.g. tomatoes corn strawberries
Implement student knowledge with the showing of filmstrips	As it relates to the different occupations they would expect to see being performed in a supermarket.	Jam Handy Company The Grocer Edu-Craft The Supermarket

(cont.)

	A. Students taking notes concerning film strips.	
From classroom discussion of the filmstrips.	Discuss some of the facets that an ongoing business encounters and the many types of occupations that are available as seen in the filmstrips.	Students should be encouraged to reach newer avenues of learning through self expression.
Plan for classroom visitation of a resource person.	Students plan types of questions and pertinent information that they want to know about after the oral presentation of the resource person.	
Resource visitation	Question and answer session.	
Write up visitation	Students could use creative expression to write up the visitation of the resource person.	Correlate this with English class.

(cont.)

Mock interview with employees that students may come into contact with on the field trip	Mock interviews should be done in the class before the field trip visit so that the students will be familiar with some of the different careers as they relate to vocational awareness.	Time should be spent here so that each student will be aware of things to be looking for on the field trip thus creating and producing a greater learning experience. Each student should have practice in asking questions in the interview for the place that they expect to visit.
Tape the mock interview.	Point out strengths and weaknesses of the interviews through classroom discussion.	Play back interviews so that a learning experience can be gained by all the students.
Initiate a field trip to a supermarket.	Class discussion of what they hope to accomplish as an outcome of the field trip.	

(cont.)

Finalize plans and procedure for the field trip e.g. student behavior and awareness of ideas and careers to be looking for.	Visit a local business which has an important role in the community. Students talk to several of the employees.	The field trip to a business establishment should be taken with ample time given so that students can gain insights into the different areas of the vocational world of work as it relates to career awareness. e.g. No matter how menial the job may seem, it has dignity if it is being done well.
Follow up discussion of all that they saw and did on the field trip.	Open ended discussion should follow with ample time being given to comprehension and awareness of what they saw and the experiences that they had during the trip.	

(cont.)

A list of the people they met and their job description as it relates to the world of work.	Students list types of occupations they saw being performed while on the field trip and a job description as it relates to the world of work. e.g. cashier stock boy manager.	Correlate this with spelling.
Initiate the writing of a theme	Writing theme on field trip experiences	Theme could be used as a measurement of the students comprehension of the activities observed during field trip.
Conduct dramatization after the field trip	Role playing of various occupations that the students observed during the field trip will broaden their preception to the many different facets of the world of work.	Correlate this with English.

(cont.)

	e.g. cashier pricer checker carry out produce manager meat manager buyer	
Types of role playing	Students could assume different job roles they saw during the field trip. Guess "Who Am I" "What Do I Do"	
Write thank you notes to the place they visited on the field trip.	Students would write their own personal thank you letters which should be sent to the business in which they visited.	Correlated with penmanship, English, and spelling.
Bring in labels that are found on different items which were pur-	Classroom discussion as to why certain foods are healthy and others are not.	This could easily be correlated into the area of health.

(cont.)

chased from the super-market that the student has within their own home.		
Health charts could be made to emphasize what healthy foods are and others to show what it looks like to have unhealthy foods.	Make health charts using food labels which students brought in. The students should work in groups.	These labels could be used to prepare an attractive bulletin board. Showing healthy foods as correlated with health and science classes.
Project idea for class discussion of stimulating some activity in relation-ship to the field trip.	Classroom discussion as to the type of pro-ject and the detail that they want to get in involved in.	This could range from the simple to something elaborate. Due to the grade level, it is sug-gested that it be kept to something simple; yet it

(cont.)

		could involve other areas of study in the curriculum.
Discussion of the materials that they would need for the ongoing project.	Classroom discussion as to what they will need and why they will need certain materials to build the model.	Before this is tried be sure to get the principals permission.
Encourage the sharing of responsibility so that all students will be involved in the indepth project.	Students should discuss what they will do with the materials and how they will put it together to make a meaningful experience in the world of work.	Students should be encouraged to share certain responsibilities as it relates to the class project.
Classroom discussion of the various activities that can be	Simple themes could be done here as to why the student wants to be in certain areas.	Correlate with English as the students could portray different types of occupa-

(cont.)

carried on within the classroom.		tions as they work in their model.
Group leaders of the project should report should report their findings as to things that they will need to make the project a success.	List materials needed on the chalkboard. 1. paper 2. pencils 3. plywood 4. paint 5. nails 6. hammer 7. saw	Time will vary in this as to the depth of the project, but it should be an on-going experiment which is open ended.
Complete construction of the project.	Have students doing different parts or responsibilities during this phase. e.g. some saw, some paint, some make signs some measure and etc. e.g. students discuss everything that is being done in class because this is a hands on learning experience.	Give suggestions but let the students do the actual work as this is a valuable learning experience for the students.

(cont.)

Discuss methods for getting the activity of the project underway.	Open discussion with ideas of the student being written on the chalkboard for reference and evaluation.	Their ideas should be expanded so that the experiences of the project will be meaningful and a valuable learning experience for every member of the class.
Time schedule for student participation	Let students discuss how the project will be operated and how many it will take to operate it effectively.	All students should have equal chances to participate in the working facet of the project.
Role playing during the hands on activity.	Students assume roles to portray during the working phase of the project. e.g. Salesman cashier stock boy inventory records produce manager	Many other occupations could be listed These are only examples of a few.

(cont.)

	butcher packers stock clerks store manager assistant manager buyer	
Classroom discussion of the various activities that can be carried on within the classroom.	Simple themes could be done here as to why the student wants to be in certain areas.	Correlate with English as the students could portray different types of occupations as they work in their model.
Increase the vocabulary of the students as to the areas of the project.	Students will gain an overall workable vocabulary of terms and their application to career awareness.	Some of the terms to be considered are: packer cash register checker hardware crater freezer perishable price marker cost

(cont.)

net
gross
profit
produce
coupons
groceries
storage room
butcher
specials
bargain price
supermarket
meat market
fish market
vegetable market
candy market
bakery
dairy store
delicatessen store
health foods store

Occupations to be correlated into the unit for student awareness could be:

store manager
assistant manager

(cont.)

buyer
service manager
cashier
butcher
stock boy
produce manager
broker
salesman
accountants
truck drivers
bookkeepers
management trainee
shipping clerks
produce clerks
grocery checkers
pricer
etc.

Resources

Nystrom----Supermarket Workers

Filmstrips

The Story of Meat
The Story of Milk
The Market Town
Trucks at Work
Grocer
Butcher
The Food Store

Flat Pictures

The Market

Supermarket Helpers

Cash Register
Playstone Money

S. R. A. Briefs

Produce Clerks

Stock Clerks

File Clerks

Cashiers

Routemen

Grocery Checkers

Items

Tom thumb Cash
Register
Grove Tex School
Kit 100-Play
Money

Filmstrips

Downtown----------
Coronet

A Shopping Center---
Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Three

WORKERS WITHIN OUR COMMUNITY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: Workers Within Our Community

Behavioral Objective: To formulate a workable model of the various occupations within the community correlating skilled and unskilled workers emphasizing the importance of training and education.

Procedures	Student Activity	Notes & Resources
Exploration of community work force.	Students name at least two people who perform within the job world.	Teacher write the persons name down and list the occupations that he performs. e.g. Mr. Smith a. Car salesman Mrs. Jones a. Secretary Miss. Doe a. Waitress Mr. White a. Mechanic
Plan for local survey of the work force.	Students should plan questionaire to use for the local survey of the work force.	Correlate this activity with English. Occupation could be of the following: 1. public relations 2. census taker

Study interview techniques	Some of the areas which the students should become familiar with are: 1. Formulating questions. 2. Collecting data 3. Organizing data 4. Drawing conclusions	This could be correlated with Math, English, and Social Studies. Occupations included: 1. Statistician 2. Economist 3. Etc.
Plan survey questionaire.	Questionaire should include the following: 1. Education worker has had. 2. Type of occupation. 3. Training skills. 4. Materials used. 5. Why he chose the occupation. 6. What he dislikes about the occupation 7. Job description. 8. Education needed to perform better at the job. 9. Advancement for the future. 10. Salary scale.	These should be mimeographed on a sheet of paper, interviewed, use a different sheet. This could be correlated with Math and English Occupations discussed during the preparation of the questionaire are: 1. Typist 2. Stenographer 3. Printer 4. Machine operator 5. Etc.

Perform local survey.	Students do local survey of the local community work force.	Correlate these activities with English and Math. Note: Be sure that the students practice good manners while doing the survey.
Stress the importance of accurate information.	Students should record the information from their survey accurately so that it can be analyzed at a later date.	This could be correlated with English and Math classes. Occupations involved: 1. Surveyor 2. Mathematician 3. Draftsman 4. Census taker 5. Salesman 6. Public relations 7. Writer 8. Reporter 9. Teacher 10. Etc.
Reporting interviews.	Students reporting of some of the interviews that have been performed.	This could be done in many ways: 1. Oral 2. Written

		3. Typed 4. Using pictures 5. Using models 6. Simulations 7. Etc.
Group work on cluster information which has been derived from the many interviews.	Students do group work to compile the information which was gained from the interviews.	This should be done by dividing the interviews into cluster occupations. The cluster occupations could be many or few. We perceive the following twelve items as the major cluster areas. 1. Office 2. Transportation 3. Agriculture 4. Construction 5. Distribution a. buyer b. seller c. real estate d. insurance e. etc.

		6. Family, Community and social service occupations 7. Electrical 8. Communications 9. Health 10. Manufacturing 11. Metal a. welder b. plumber c. mechanic d. sheet metal e. pipefitter f. etc. 12. Etc.
Resource guides	Students prepare resource guides concerning the different occupations.	Correlate this with English. Careers to be considered: 1. Secretarial 2. Printer 3. Editor 4. Etc.
Descriptive information.	Students write descriptive information concerning each occupation which they interviewed.	Comprehensive overview of the job world. Correlate with English.

Class Illustration.	Illustration of the different job techniques by using diagrams and maps.	Correlate with Math and Art classes. Occupations involved: 1. Mathematician 2. Designer 3. Etc.
Show relationship.	Students should show the relationship of each occupation as it relates to society.	
Class mural.	Students make a large mural showing the following information which was gained from the interviews.	Correlate with English and Art classes. Occupations which could be stressed are: 1. Writer 2. Painter 3. Designer 4. Lay out artist 5. Artist 6. etc.

See:
Appendix A.

Vocabulary

This would depend upon the locality of the local survey although a rather extensive one could be assembled.

Occupations to be discussed

This would depend upon the locality of the local survey. Samples suggested pertinent to most communities should be:

1. Housewife
2. Cook
3. Salesman
4. Insurance Salesman
5. Welder
6. Mechanic
7. Car Salesman

8. Teacher
9. Merchant
10. Farmer
11. Laborer
12. Carpenter
13. Mason
14. Janitor
15. Clergymen
16. Bookkeeper
17. Cashier
18. Secretary
19. Barber
20. Waiter
21. Waitresses
22. Plumber
23. Pipefitter
24. Doctor
25. Nurse
26. Appliance serviceman
27. Truck driver
28. Meat cutter
29. Shoe salesman
30. Etc.

<u>Classroom Materials</u>

1. Paper
2. Pencil
3. Pens

Resource Materials:

1970-71 Occupational Outlook Handbook.
(This book is available for classroom use. It may be checked out from the audio-demonstration center.)

Filmstrips

The Telephone---Coronet

Downtown--------Coronet

An Office Building-----Coronet

A Manufacturing Area---Coronet

A Warehouse Area-------Coronet

The Waterfront--Coronet

A Shopping Center------Coronet

Neighborhoods of Many Kinds-------Coronet

Neighborhoods in the City--------Coronet

Neighborhoods in the Suburbs-----Coronet

Neighborhoods in Small Towns-------Coronet

Neighborhoods in the Country-----Coronet

Neighborhoods Change---Coronet

APPENDIX A

MURAL LAYOUT SKETCH

Occupational Cluster	Occupational Information 1. Name of Job 2. Education 3. Duties 4. Qualifications 5. Advancement 6. Earnings 7. Employment 8. etc.	Students Paint mural in relationship to the occupation.
Preparing notebook of occupational information	Students prepare notebook of information.	These notebooks could be similar to the mural except more in detail as to the job description.

Suggested Notebook

Title: Occupational Information Survey

Occupation	Salary Range	Education	Job Description
Brakeman	8,000-10,000	High School	Coupling and uncoupling railroad cars.

Materials for Mural

1. paper
2. watercolors
3. finger paint

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Three

CHO CHOO TRAIN

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: Cho Choo Train

Behavioral Objective: To stimulate awareness of job services provided by a public ulitity.

Procedure	Student Activity	Notes & Resources
Class discussion.	General classroom discussion of trains.	This is an excellent way for the classroom to become familiar with the general knowledge of the students as it relates to the study of trains.
Name things trains do.	Students name things that trains do.	These should be put on the chalkboard by the teacher and students make a list of them for use in their scrapbook later on. Correlate this with Writing and Social Studies.

		e.g. Suggested List 1. carry people 2. carry things we use 3. carry freight 4. carry materials a. coal b. chemicals c. lumber d. cattle 5. etc.
Collect pictures of trains	Students could do this from magazines which they may have around their home.	
Class discussion	Show and Tell period letting students explain the pictures which they have collected.	Correlate this with English. Word list should be made on the chalkboard listing the new words.
Class speaker.	Invite a railroad employee to come to the class and talk to students.	Students should plan some questions which they wish to discuss with the worker. e.g. training education advancement

		Correlate this with Science. Occupations could be: 1. lineman 2. repairman 3. electrician 4. engineer
Plan field trip.	Student should plan a field trip in relationship to the unit.	Some of the places which they could perhaps visit would be: 1. Danville Railroad Yard Danville, W. Va. 2. Peach Creek Railroad Yard Logan, W. Va. 3. Huntington Railroad Yard Huntington, W. Va. 4. Charleston Railroad Yard Charleston, W. Va. 5 5. C & O Depot Charleston, W. Va. 6. C & O Depot Huntington, W. Va.

Discuss field trip.	Class discussion of field trip.	Students list the different occupations and trains that they saw on field trip.
Study of trains.	Students study the different types of trains.	Students could correlate this with Social Studies. Types that could be discussed are: 1. passenger 2. freight 3. mail 4. express 5. etc.
Study of freight trains.	Students study the different kinds of freight trains.	Students could correlate this with Social Studies. Types that could be discussed are: 1. boxcar 2. flatcar 3. livestock car 4. hopper car 5. refrigerator car

(cont.)

		6. tank car 7. caboose
Study of things and occupations that could be correlated with the freight train.	Students name the types of freight trains what they would carry and occupations for each.	These could be correlated with Social Studies and Writing. e.g. 1. Boxcar-lumber-sawmill, carpenter 2. Flat car-piggyback (automobiles) car salesman, mechanic, & insurance salesman 3. Livestock car-cattle, sheep, hogs, farming, ranching, meat processors, & merchant. 4. Hopper car-coal, wheat, corn, fertilizer and gravel-miner, farmer, landscaping and road construction. 5. Refrigerator car-meats, vegetables, and fruits-butcher, wholesaler, jobber, migratory worker 6. Tank car-oil, gasoline, chemicals-driller, service station manager, engineer.

(cont.)

		7. Caboose Car carry the Conductor and brakeman. This is only an idea of the things that can be carried in the different types of railroad cars. The listing of the occupations are unlimited.
Discuss people who earn a living working with trains.	The students could name job classifications of people who work on trains.	This is a list that could be endless, but the students should become familiar with some of the occupations. The students could copy the list and perhaps write a brief description of the occupation. e.g. sample list 1. Engineer-drives the train 2. Fireman-aids the engineer

(cont.)

3. Brakeman--coupling and uncoupling the different cars.

4. Conductor--charge of train

5. Porter--takes care of sleeping cars

6. Cooks--prepares meals served on passenger trains

7. Waiters--serves the passengers their meals

8. Agent--arranges for pickup and delivery of materials

9. Ticket agent--sells and records tickets both for passengers and supplies

10. Clerks--supplies people with information concerning the train

11. Guards--guard the train and often guards the valuables that are on the train.

12. Safety person--responsibility for safety of trai and for signs marking railroad crossing.

13. etc.

make a train	Students could make a train from different boxes.	This could be correlated with math and art classes.
Class discussion	Class discuss the different types of cars that they want to make.	
Group work	Divide class into groups to work on the difference of railroad cars.	This would encourage group activities. Correlate such careers as: 1. Statistician 2. Art Engineer 3. Structural Engineer 4. Carpenter 5. Sheetmetal Worker 6. Painter 7. Designer 8. Architecture 9. etc.
Tickets for train ride.	Students could make tickets to ride on the train in which they have made in class.	Correlate this with math and writing. e.g. Students should perform something worthwhile to the class before being allowed to take a train ride.

(cont.)

		e.g. materials brought to class such as a paste-board box or a train picture or maybe even learning a new word which is connected with the unit. Perhaps he could read a book and tell or write a book report concerning the unit of study.
Sell train tickets	Students could make ticket counter and sell tickets to ride on the train	Correlate this with math.
Time tables	Students could make up timetables showing the arrival and departure of a train.	Correlate this with math

(cont.)

Occupational discussion.	As students explain their pictures, have as many occupations explained as possible.	These occupations should also be listed on the chalkboard and students copy them for future reference e. g. Occupations would depend upon the pictures that the students brought to class.
Demonstration	Display of a model train.	If a student in the class has a toy train, ask him to bring it to class and demonstrate. If none of the students has a toy train then perhaps one of the upper classmen may have one and would volunteer to set up a demonstration for the students.

(cont.)

Class scrapbook.	Students could make a scrapbook from pictures that they have collected showing many different aspects of a train.	Under each picture the students should list the different types of occupations that are taking place. Correlate this activity with English and art.
Train songs	Students could learn and sing songs that are closely connected with the train industry.	Correlate this with music. Some of the songs should be: 1. John Henry 2. I've Been Working on the Railroad 3. Gen on Board Little Children 4. The Old Ninty Nine 5. Atcheson-Topeka and Santa Fe 6. Wabash Cannonball 7. I Hear A Train A Coming 8. etc.
Bulletin board	Students prepare bulletin board	Students could prepare bulletin board of trains. e.g. Title of Bul-

(cont.)

letin Board could

be:

Yesterday, Today,
Tomorrow

e.g. Steam Engine
Diseal Electric

Occupations that

Could Be Discussed

Within This Unit

1. Engineer
2. Conductor
3. Fireman
4. Brakeman
5. Ticket Agent
6. Dispatcher
7. Porter
8. Electrician
9. Painter
10. Mail clerk
11. Mechanic
12. Inspector
13. Track layer
14. Safety engineer
15. Guards
16. etc.

Classroom Resources

1. Charts
2. Pictures
3. Bulletin Board
4. Tempera Paints
5. Colored Chalk
6. Finger Paints
7. Magic Markers
8. Scissors
9. Nails
10. Saw
11. Hammer
12. Pins
13. Tacks
14. Paper

15. Glue
16. etc.

Resource Materials

I. Equipment
   1. Bell
   2. Light
   3. Filmstrip projector
   4. Play money
   5. Cash register

II. Books
   1. Curren, Polly The Little Red Caboose That Ran Away Treasure Books
   2. Freeman, Lydia Chuggy and the Blue Caboose Viking Press
   3. Piper, Watty The Little Engine That Could Platt and Munk, Co
   4. Weisgard, Leonard, The Big Book of Train Stories, Grossett and Dunlap

Filmstrips

John Henry------Coronet

The Railroad Station---
----------Coronet

Rail Systems----Coronet

Casey Jones-----Coronet